Vocational Education in Schools Directorate

SCHOOL TO WORK: CREATING FUTURE PATHWAYS 2005-2007

PROGRAM OVERVIEW

BACKGROUND

School to Work: Creating Future Pathways extends and builds on the successes of the *School to Work Program* implemented between 1999 – 2003 as part of the NSW government commitment to support students in transition from school to post-school education, training and employment destinations.

School to Work: Creating Future Pathways recognises the impact on young people's life decisions of a world where ideas about work and practices in the workplace are changing rapidly. Students need to develop employment related skills and enterprising attributes that can be applied to a range of jobs and careers, and to be prepared to engage in lifelong learning.

Students' ability to develop resilience, self-management capability, insights regarding personal skills, talents and capacity, and their acquisition and development, is essential and can be achieved through vocational and enterprise learning.

Successful initiatives in this area are dependent upon sound local knowledge of particular student needs, community and business capability, and regional profiles. To ensure that local issues are effectively addressed this new approach places the regions at the centre of activity as key drivers of change and as sources of support for their schools.

This 'new look' *School to Work: Creating Future Pathways Program* has been designed to meet the needs of all students aged 14 – 19 years enrolled in NSW government schools. Regions will need to pay particular attention to Aboriginal and Torres Strait Islander youth; young people from different cultural

backgrounds; early school leavers; students who live in rural and remote areas; young people who have disengaged from school; those in alternative learning environments and students with a disability.

The program encourages and strengthens collaboration between schools, TAFE NSW Institutes and staff in local and state offices of the Department of Education and Training. It also harnesses the energies, talents and resources of parents, carers, mentors, community role models, local employers and leaders, industry, business and community organisations and local community partnerships.

VISION

The vision for *School to Work: Creating Future Pathways* is for all Year 9 -12 students in NSW Government schools with a secondary enrolment to*:*

- be enterprising and capable citizens, well prepared for creating their own future pathways
- take on personal leadership and responsibility for planning and self-managing their career transitions to construct a fulfilling and productive life
- develop the skills and confidence to become independent, self-aware, resourceful and critically alert to the choices and opportunities available as they move through and beyond school.

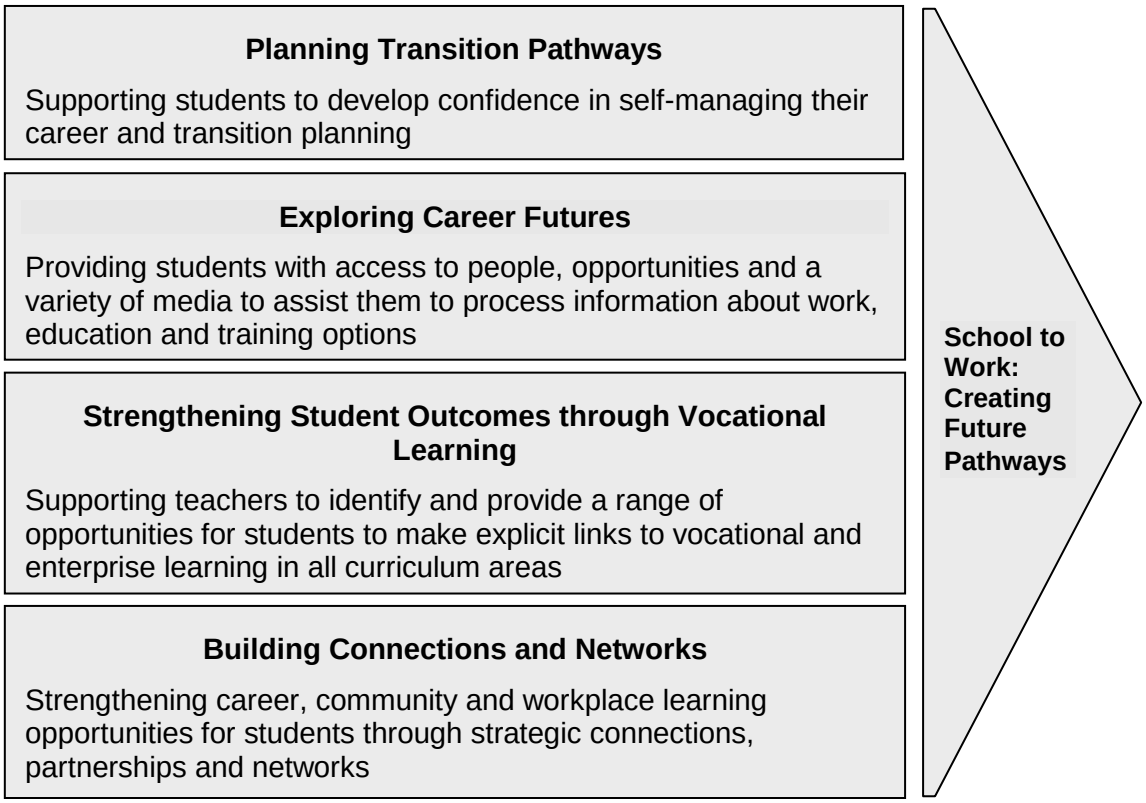
ACHIEVING THE VISION

The vision will be achieved by further developing the vocational and enterprising skills of students in Years 9 – 12 through:

- increasing the capacity of students to be active self-managers of their plans, directions and decisions
- making explicit the vocational and enterprise learning embedded in all areas of the curriculum
- providing more and improved opportunities for students to access career information using communication technology
- resourcing and supporting regions and schools to extend delivery skills and capacity in vocational learning
- training up to 50 new *Pathways Mentors* to work with Careers Advisers in selected schools. These *Pathway Mentors* will more closely target identified students, work with a school's community to identify opportunities and develop stronger exit plans for these students and others.

KEY RESULT AREAS

School to Work: Creating Future Pathways incorporates four key result areas as indicated in the following diagram:



KEY RESPONSIBILITIES

The key result areas outlined above are interconnected with specific responsibilities for students, communities, schools, and regions in the implementation of this program.

Stakeholders	Key Responsibilities
Students will	Achieve a range of vocational learning outcomes which support their successful transition through and beyond school.
Community, business, parents and carers will	Be encouraged and supported to develop skills and information that will enable them to more confidently become engaged in assisting young people in their career decision making, and in working in partnership with schools to provide community and work based learning opportunities.
Schools will	Adopt a whole school planning approach to implement vocational and enterprise learning consistent with the Board of Studies *Work, Employment and Enterprise* and *Key Competencies* cross curriculum content statements for Years 7 – 10 and the model for *Quality Teaching in NSW Public Schools*.
	Support all teachers to become more active and skilled in implementing teaching practice that supports students to become self-managers of learning and of their career and transition pathways.
	Implement the use of the *Employment Related Skills Logbook* to ensure a coordinated and comprehensive process to support students in identifying and developing future pathway plans.
	Integrate opportunities for parents, industry and the community to support students in their career development and community / work based learning in curriculum programming and delivery.
Regions will	Take the prime responsibility for implementing and managing the program.
	Strengthen and support capacity in schools by coordinating training and development, and senior level advisory support for schools and communities.
	Promote and strengthen connections between students, teachers, parents, local organisations and support agencies, business and industry, and schools.
	Target groups of students who require particular support, providing them with innovative initiatives and realistic solutions.

Key Result Area 1.

PLANNING TRANSITION PATHWAYS

This area of the framework is to support students to develop confidence in self-managing their career and transition planning

Key Performance Indicators for Schools (sample)

- providing opportunities for students to explore and test career perceptions and develop achievable transition pathway plans
- ensuring students are given opportunities to identify and articulate their employment related skills
- ensuring all students have access to a career specialist for individual planning support
- exploring new ways of managing career and transition support
- considering training a teacher in a new role as a pathways mentor
- employing methods that enable students to become autonomous in managing their career planning (eg. personalised learning)
- developing strong links with agencies in the community that support student transition

Key Result Area 2.

EXPLORING CAREER FUTURES

This area of the framework focuses on providing students with access to people, opportunities and a variety of media, which assists them to process information about work, education and training options

Key Performance Indicators for Schools (sample)

- providing ICT support for all students and staff to access current career information (eg *myfuture*, other relevant websites)
- providing a current career information and support service for all students
- building students' confidence to access career information and support
- managing the distribution and use of career and transition resources for students
- providing students with opportunities to explore and experience the skills and attributes required to be enterprising

Key Result Area 3.

STRENGTHENING STUDENT OUTCOMES THROUGH VOCATIONAL LEARNING

This area of the framework focuses on supporting teachers to identify and provide a range of opportunities for students to make explicit links to vocational and enterprise learning in all curriculum areas

Key Performance Indicators for Schools (sample)

- facilitating teacher access to professional development in vocational learning through Professional Learning funds
- supporting KLA teachers to embed vocational and enterprise contexts into teaching and learning, using resources such as the Employment Related Skills Logbook, KLA booklets, the Real Game Series and quality teaching resources
- offering specific curriculum to support the learning needs of students such as Work Education and Work Studies

planning, providing and evaluating contextual learning opportunities including work-based and community-based learning

Key Result Area 4.

BUILDING NETWORKS AND CONNECTIONS

This area of the framework focuses on strengthening career, community and workplace learning opportunities for students through strategic connections, partnerships and networks

Key Performance Indicators for Schools (sample)

- recognising the value of strategic partnerships and networks for schools as well as for all teachers and students
- identifying, planning and supporting strategic connections and partnerships with parents, other schools, community groups, government agencies and business and industry
- implementing workplace learning policy and guidelines to ensure students are safe and work ready and parents, caregivers and employers are well informed
- accessing programs, services and opportunities offered by the above to support the vocational learning of students and staff such as work experience, careers expos and Teachers in Business
- encouraging parent/caregiver and community involvement in a range of school-based programs and activities e.g. mentoring
- complementing work and community-based learning with flexible school practices and structures